



Annual Reporting Guidelines

*For Charter Schools Authorized by
the Indiana Charter School Board*

September 2013

For more information, please visit the
Indiana Charter School Board website:

<http://www.in.gov/icsb>

Introduction

The purpose of this document is to provide charter schools authorized by the Indiana Charter School Board (“ICSB”) with clear guidance regarding the Annual Report required by the ICSB and specified in the Charter Agreement. A copy of these Annual Reporting Guidelines, which may be updated from time-to-time, is available on the ICSB website: <http://www.in.gov/icsb>.

A charter school’s performance is assessed annually through a combination of written reports, site visits, and data analysis. Each year, the ICSB will create a School Performance Report that summarizes the school’s status in terms of academic success, financial health, and organizational compliance. The School Performance Report serves as the performance review required by IC § 20-24-4-1.

The School Performance Report also provides important information about the school to families, students, and the broader community. The Executive Summary of the School Performance Report for each school will be posted on the ICSB website in a Performance Dashboard format. The full report will inform the production of the ICSB’s Annual Accountability Report as required by IC § 20-24-9.

For questions about the Annual Reporting Guidelines contained within this document or the School Performance Report, please contact ICSB staff at 317-232-0499 or 317-232-0964.

Reporting Checklist

For easy reference, attached to this document is a Reporting Checklist (**Attachment G**) to guide charter operators during the Annual Report submission process to the ICSB.

Acknowledgements

In creating this document, the ICSB benchmarked with the Charter Schools Institute at The State University of New York (“SUNY”). The ICSB gratefully acknowledges the thought, leadership, and assistance provided by SUNY.

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Annual Report

Indiana's Charter Schools Law requires the submission of a variety of data from both a charter school and its authorizer. In addition, as described in IC § 20-24-4-1, an authorizer and each charter school it oversees must establish performance targets. To fulfill these statutory requirements and its duties as an authorizer, the ICSB has consulted with the National Association of Charter School Authorizers and top-performing authorizers to design a comprehensive accountability system that includes ongoing assessment of a school's academic performance, as well as compliance with the charter agreement and all relevant federal and state laws.

Per the Reporting Requirements section of the Charter Agreement, each school authorized by the ICSB is required to submit the following information to the ICSB annually:

- Accountability Plan Progress Report, describing the progress of the school in meeting the goals and measures set forth in the ICSB Accountability Plan during the previous school year;
- Charter School Changes Report, describing any significant changes to the school's educational program, mission, governance, and/or organizational structure, during the previous fiscal year;
- Statement of Assurances, confirming the school's compliance with requirements under the Charter and applicable law;
- Conflict of Interest Report, regarding conflict of interest issues that arose under Paragraph 3.5 of the charter agreement and the resolution of such issue, if any;
- School Calendar, setting forth the days and hours of operation for the regular school session as well as the summer session (if any is to be provided) for the current calendar year;
- Enrollment Report, detailing the number of students enrolled, the number of students expelled, and the attendance rate during specific timeframes; and
- Attrition Report, detailing rates of attrition for both students and all staff members, including teachers, during the previous fiscal year.

The ICSB requires that this information be submitted in *one combined Annual Report*, contained in an Excel workbook, including both narrative sections and attachments. Below you will find instructions regarding each required component of the Annual Report, including the purpose and format of all required sections.

General Instructions for Submitting the Annual Report

Submission Date

The combined Annual Report required by the ICSB is due on October 1st of each year (except when October 1st falls on a Saturday or Sunday, in which case the report is due on the immediately following Monday). The Annual Report must be submitted to the ICSB in full and complete form by 5:00 p.m. Eastern Time on the submission date.

First Submission Date for New Charter Schools

A new charter school must submit its first Annual Report on October 1st in the calendar year immediately following the school's first operational year. For example, a school that begins serving students in August 2012 must submit its first Annual Report on October 1, 2013.

Submission Format

The Annual Report, including the narrative and all attachments, should be submitted to the ICSB using the Excel workbook provided by ICSB. The workbook will provide the templates required for each section. The required templates are also provided within this document for your convenience. Annual Reports should be submitted to the ICSB via DropBox or a similar file sharing system. **The ICSB does not require an original, paper copy.**

Order of Report Sections

The Annual Report should be prepared in the order indicated below:

1. Cover Page
2. Accountability Plan Progress Report
3. Charter School Changes Report
4. Statement of Assurances
5. Conflict of Interest Report
6. School Calendar
7. Enrollment Report
8. Attrition Report

Specific Instructions for Each Section of the Annual Report

SECTION 1: Cover Page

The Cover Page must contain the information outlined and follow the template outlined in **Attachment A**.

SECTION 2: Accountability Plan Progress Report

The school must complete an Accountability Plan Progress Report, using the template provided as **Attachment B** to this document. The Accountability Plan Progress Report must include performance targets, as required by IC § 20-24-4-1. These performance targets must align with the ICSB Accountability Plan performance indicators and metrics.

SECTION 3: Charter School Changes Report

The school must submit a brief narrative describing any significant changes to the school's educational program, mission, governance and/or organizational structure during the previous fiscal year. (If no such changes occurred, the school should indicate so in no more than one or two paragraphs.) The school should also describe any future plans, as well as any other information that the school's leadership believes should be reported to the ICSB.

There is no need for a school to report on such day-to-day operational details as whether the school has changed office supply vendors. However, where the school has moved from using one core program to another (e.g., Saxon Math to Everyday Math), this change and a *very brief* explanation for the change should be noted. Similarly, while the day-to-day administrative roles of school personnel, and adjustments thereto, need not be reported, major overhauls should be reported (e.g., the school has moved to a dual leadership model where the Charter indicated that a single principal would be in charge of instruction). In the case where a school has previously submitted a request to the ICSB Executive Director to amend the Charter, and this change has subsequently been approved, there is no need for the school to include this information in the report.

At the end of this narrative section, please include a current list of the school's Board of Directors, including the resumes and proof of successfully completed expanded background checks for any members who joined the Board since the last Annual Report submission to the ICSB.

SECTION 4: Statement of Assurances

The school must complete and sign the Statement of Assurances form provided as **Attachment C** to this document. Note that both the Board Chair/President and School Leader must sign the Statement of Assurances. Therefore, schools are encouraged to circulate the Statement of Assurances form to the Board Chair and School Leader **approximately one month** in advance of the Annual Report deadline.

SECTION 5: Conflict of Interest Report

The school must complete the Conflict of Interest form provided as **Attachment D** to this document.

SECTION 6: School Calendar

The school must attach a copy of the DOE-CL School Calendar Report for the current school year, as required by the Indiana Department of Education ("IDOE") through the DOE Online reporting system. ***The school should provide this as a separate attachment at the time of submission of the Annual Report.***

SECTION 7: Enrollment Report

The school must attach a report summarizing student enrollment for each fiscal year (July 1-June 30) the school has been in operation, the September Count Day census for the current fiscal year, and the anticipated enrollment on the February Count Day per IC § 20-43-4-2.

The summary report should indicate the following historical data on an annual basis for the most recent fiscal year, as well as each of the preceding years (if any): the average number of students enrolled, the total number of students expelled, and the average attendance rate. The requested data should be reported per grade level and for the school in its entirety.

The school must complete the Student Enrollment form provided as **Attachment E** to this document. The grade levels will vary by school, depending upon the school model.

SECTION 8: Attrition Report

The school must attach a report summarizing student attrition and complete a report summarizing staff attrition for the prior three fiscal years (July 1-June 30) the school has been in operation.

Student Attrition Report: The school must attach a copy of the last Real Time (RT) report required by the IDOE through the STN Center of the previous school year and include the Exit Code by Record Count & STN Count report. The Exit Code report should cover the most recent fiscal year.

Below is a screen shot of the Exit Code report to assist schools in preparing this section of the report:

Exit Code by Record Count & STN Count (Total, Schl Year to Date)

Exit Type	Record Count	STN count
01 - Record of School Failure	1	1
02 - Disinterest in Curriculum	1	1
05 - Need to earn Money	1	1
10 - Poor Health	1	1
14 - Unknown or No Shows	2	2
16 - Expulsion	1	1
19 - Transferred to an approved education program in Indiana (by transcript)	993	972
20 - Removed by parents to provide instruction i.e. Home schooled	77	77
21 - Deceased	1	1
24 - Enrollment in a virtual school	16	16
25 - Transferred out of state	454	452
26 - Missing, NOT located, reported to Clearinghouse	1	1
27 - Foreign exchange student that returns to country of origin	6	6
29 - Special education student becomes ineligible due to age	1	1
30 - Earned GED	11	11
33 - Student who is serving Expulsion or Out-of-School Suspension	9	9
34 - Early Graduate	45	45

Instructional Staff Attrition Report: The report should indicate the following historical data on an annual basis for the most recent fiscal year, as well as each of the three preceding years (if any): number of instructional staff at start of school year, number of instructional staff leaving by the end of the school year, and number of new instructional staff hired during the school year. Please include a *brief* narrative summarizing the reasons why instructional staff left the school during the school year.

For instructional staff attrition numbers, provide the total number of instructional staff; do **not** provide FTEs. A part-time instructional staff member is counted as one staff member. If one person serves in more than one instructional area, count them only once. Be sure to include all Special Area teachers (e.g., music, art, technology) as well as traditional classroom teachers. If applicable to a school model (e.g., blended learning), the school should include paraprofessionals or any other instructional staff member whose primary responsibility is overseeing student instructional learning.

The template for the Staff Attrition Report is provided in **Attachment F**.

ATTACHMENT A:
COVER PAGE TEMPLATE

Annual Report Cover Page

Charter School Annual Report 20__ - 20__

Submission Date:
October __, 20__

Name of School	
School Address	
School Website	
Main Office Telephone Number	
Corporation ID#	
School ID#	
School District(s) Where School is Located	
Name of Charter Organizer (i.e. charter holder)	
Name of Head of School	
Email address for Head of School	
Name of Board Chair/President	
Email address for Board Chair/President	
Education Service Provider (ESP), if any	

ATTACHMENT B:
ACCOUNTABILITY PLAN PROGRESS REPORT TEMPLATE

Accountability Plan Progress Report

Information Requested is based on SY 2012-2013 Data

Note: Eligible subgroups consist of 10 students.

	Information Requested	Response
1.1.a	The school letter grade (A-F) for SY 2012-2013.	
	<i>Exceeds Standard: School received an A under P.L. 221.</i>	
	<i>Meets Standard: School received a B under P.L. 221.</i>	
	<i>Improvement Necessary: School received a C under P.L. 221.</i>	
	<i>Does Not Meet Standard: School received a D or F under P.L. 221.</i>	
	<i>Note: If a school receives an F in any given year, immediate follow-up review is required.</i>	
ISTEP+ and IREAD		
1.2.a	% of students meeting or exceeding proficiency on English/Language Arts (ELA) ISTEP	
	<i>Exceeds Standard: 90% or more of students met or exceeded proficiency.</i>	
	<i>Meets Standard: Between 80% and 89% of students met or exceeded proficiency.</i>	
	<i>Improvement Necessary: Between 70% and 79% of students met or exceeded proficiency.</i>	
	<i>Does Not Meet Standard: Less than 70% of students met or exceeded proficiency.</i>	
1.2.b	% of students meeting or exceeding proficiency on Math ISTEP	
	<i>Exceeds Standard: 90% or more of students met or exceeded proficiency.</i>	
	<i>Meets Standard: Between 80% and 89% of students met or exceeded proficiency.</i>	
	<i>Improvement Necessary: Between 70% and 79% of students met or exceeded proficiency.</i>	
	<i>Does Not Meet Standard: Less than 70% of students met or exceeded proficiency.</i>	
1.2.c	<u>Grade 3 only:</u> % of students passing IREAD assessment	
	<i>Exceeds Standard: More than 90% of students passed the IREAD assessment in grade 3.</i>	
	<i>Meets Standard: Between 81% and 90% of students passed the IREAD assessment in grade 3.</i>	
	<i>Improvement Necessary: Between 71% and 80% of students passed the IREAD assessment in grade 3.</i>	
	<i>Does Not Meet Standard: 70% or less of students passed the IREAD assessment in grade 3.</i>	
1.2.f	Students in all eligible subgroups (FRL, ELL, SPED, and race/ethnicity) achieve proficiency on state assessments in English Language Arts	
	<i>Exceeds Standard: 90% or more of students in subgroups met or exceeded proficiency</i>	
	<i>Meets Standard: Between 80% and 89% of students in subgroups met or exceeded proficiency</i>	
	<i>Improvement Necessary: Less than 80% of students in subgroups met or exceeded proficiency AND subgroup proficiency rates met or exceeded the 40th percentile statewide in terms of subgroup proficiency results AND the median</i>	

	subgroup SGP is 36 or greater.	
	Does not meet standard: Less than 80% of students in subgroups met or exceeded proficiency AND EITHER subgroup proficiency rates fell below the 40th percentile statewide in terms of subgroup proficiency results OR the median subgroup SGP is less than 36.	
To calculate the above benchmark, please provide the following information.		
1.2.f	% of students with F/R lunch status achieving proficiency on ELA ISTEP	
1.2.f	% of students with ELL status achieving proficiency on ELA ISTEP	
1.2.f	% of students eligible for special education achieving proficiency on ELA ISTEP	
1.2.f	% of black students achieving proficiency on ELA ISTEP	
1.2.f	% of Latino students achieving proficiency on ELA ISTEP	
1.2.f	% of white students achieving proficiency on ELA ISTEP	
1.2.f	% of Asian students achieving proficiency on ELA ISTEP	
1.2.f	% of American Indiana students achieving proficiency on ELA ISTEP	
1.2.f	% of other students achieving proficiency on ELA ISTEP	
1.2.g	Students in all eligible subgroups (FRL, ELL, SPED, and race/ethnicity) achieve proficiency on state assessments in Math	
	Exceeds Standard: 90% or more of students in subgroups met or exceeded proficiency	
	Meets Standard: Between 80% and 89% of students in subgroups met or exceeded proficiency	
	Improvement Necessary: Less than 80% of students in subgroups met or exceeded proficiency AND subgroup proficiency rates met or exceeded the 40th percentile statewide in terms of subgroup proficiency results AND the median subgroup SGP is 36 or greater.	
	Does not meet standard: Less than 80% of students in subgroups met or exceeded proficiency AND EITHER subgroup proficiency rates fell below the 40th percentile statewide in terms of subgroup proficiency results OR the median subgroup SGP is less than 36.	
To calculate the above benchmark, please provide the following information.		
1.2.g	% of students with F/R lunch status achieving proficiency on Math ISTEP	
1.2.g	% of students with ELL status achieving proficiency on Math ISTEP	
1.2.g	% of students eligible for special education achieving proficiency on Math ISTEP	
1.2.g	% of black students achieving proficiency on Math ISTEP	
1.2.g	% of Latino students achieving proficiency on Math ISTEP	
1.2.g	% of white students achieving proficiency on Math ISTEP	
1.2.g	% of Asian students achieving proficiency on Math ISTEP	
1.2.g	% of American Indiana students achieving proficiency on Math ISTEP	
1.2.g	% of other students achieving proficiency on Math ISTEP	

1.3.a	<u>Grades 3-8 only:</u> The median Student Growth Percentiles (SGP) of the lowest 25% of students in the school in English/Language Arts, as measured by Indiana's Growth Model	
	<i>Exceeds Standard: The median SGP of the lowest 25 percent of students in the school is at least 66.</i>	
	<i>Meets Standard: The median SGP of the lowest 25 percent of students in the school is between 50 and 65.</i>	
	<i>Improvement Necessary: The median SGP of the lowest 25 percent of students in the school is between 36 and 49.</i>	
	<i>Does Not Meet Standard: The median SGP of the lowest 25 percent of students in the school is less than 36.</i>	
1.3.b	<u>Grades 3-8 only:</u> The median Student Growth Percentiles (SGP) of the lowest 25% of students in the school in Math, as measured by Indiana's Growth Model	
	<i>Exceeds Standard: The median SGP of the lowest 25 percent of students in the school is at least 66.</i>	
	<i>Meets Standard: The median SGP of the lowest 25 percent of students in the school is between 50 and 65.</i>	
	<i>Improvement Necessary: The median SGP of the lowest 25 percent of students in the school is between 36 and 49.</i>	
	<i>Does Not Meet Standard: The median SGP of the lowest 25 percent of students in the school is less than 36.</i>	
1.3.c	<u>Grades 3-8 only:</u> The median Student Growth Percentiles (SGP) of the highest 75% of students in the school in English/Language Arts, as measured by Indiana's Growth Model	
	<i>Exceeds Standard: The median SGP of the highest 75 percent of students in the school is at least 66.</i>	
	<i>Meets Standard: The median SGP of the highest 75 percent of students in the school is between 50 and 65.</i>	
	<i>Improvement Necessary: The median SGP of the highest 75 percent of students in the school is between 36 and 49.</i>	
	<i>Does Not Meet Standard: The median SGP of the highest 75 percent of students in the school is less than 36.</i>	
1.3.d	<u>Grades 3-8 only:</u> The median Student Growth Percentiles (SGP) of the highest 75% of students in the school in English/Language Arts, as measured by Indiana's Growth Model	
	<i>Exceeds Standard: The median SGP of the highest 75 percent of students in the school is at least 66.</i>	
	<i>Meets Standard: The median SGP of the highest 75 percent of students in the school is between 50 and 65.</i>	
	<i>Improvement Necessary: The median SGP of the highest 75 percent of students in the school is between 36 and 49.</i>	
	<i>Does Not Meet Standard: The median SGP of the highest 75 percent of students in the school is less than 36.</i>	
ECA		

1.2.1	% of students meeting or exceeding proficiency on the English 10 ECA	
	<i>Exceeds Standard: 90% or more of students met or exceeded proficiency.</i>	
	<i>Meets Standard: Between 80% and 89% of students met or exceeded proficiency.</i>	
	<i>Improvement Necessary: Between 70% and 79% of students met or exceeded proficiency.</i>	
	<i>Does Not Meet Standard: Less than 70% of students met or exceeded proficiency.</i>	
1.2.b	% of students meeting or exceeding proficiency on the Algebra I ECA	
	<i>Exceeds Standard: 90% or more of students met or exceeded proficiency.</i>	
	<i>Meets Standard: Between 80% and 89% of students met or exceeded proficiency.</i>	
	<i>Improvement Necessary: Between 70% and 79% of students met or exceeded proficiency.</i>	
	<i>Does Not Meet Standard: Less than 70% of students met or exceeded proficiency.</i>	
1.2.f	Students in all eligible subgroups (FRL, ELL, SPED, and race/ethnicity) achieve proficiency on state assessments in English 10 ECA	
	<i>Exceeds Standard: 90% or more of students in subgroups met or exceeded proficiency.</i>	
	<i>Meets Standard: Between 80% and 89% of students in subgroups met or exceeded proficiency.</i>	
	<i>Improvement Necessary: Less than 80% of students in subgroups met or exceeded proficiency AND subgroup proficiency rates met or exceeded the 40th percentile statewide in terms of subgroup proficiency results AND the median subgroup SGP is 36 or greater.</i>	
	<i>Does not meet standard: Less than 80% of students in subgroups met or exceeded proficiency AND EITHER subgroup proficiency rates fell below the 40th percentile statewide in terms of subgroup proficiency results OR the median subgroup SGP is less than 36.</i>	
<i>To calculate the above status, please provide the following information.</i>		
1.2.f	% of students with F/R lunch status achieving proficiency on the English 10 ECA	
1.2.f	% of students with ELL status achieving proficiency on the English 10 ECA	
1.2.f	% of students eligible for special education achieving proficiency on the English 10 ECA	
1.2.f	% of black students achieving proficiency on the English 10 ECA	
1.2.f	% of Latino students achieving proficiency on the English 10 ECA	
1.2.f	% of white students achieving proficiency on the English 10 ECA	
1.2.f	% of Asian students achieving proficiency on the English 10 ECA	
1.2.f	% of American Indiana students achieving proficiency on the English 10 ECA	
1.2.f	% of other students achieving proficiency on the English 10 ECA	
1.2.g	Students in all eligible subgroups (FRL, ELL, SPED, and race/ethnicity) achieve proficiency on state assessments in Algebra ECA	

	<i>Exceeds Standard: 90% or more of students in subgroups met or exceeded proficiency</i>
	<i>Meets Standard: Between 80% and 89% of students in subgroups met or exceeded proficiency</i>
	<i>Improvement Necessary: Less than 80% of students in subgroups met or exceeded proficiency AND subgroup proficiency rates met or exceeded the 40th percentile statewide in terms of subgroup proficiency results AND the median subgroup SGP is 36 or greater.</i>
	<i>Does not meet standard: Less than 80% of students in subgroups met or exceeded proficiency AND EITHER subgroup proficiency rates fell below the 40th percentile statewide in terms of subgroup proficiency results OR the median subgroup SGP is less than 36.</i>
<i>To calculate the above status, please provide the following information.</i>	
1.2.g	% of students with F/R lunch status achieving proficiency on the Algebra I ECA
1.2.g	% of students with ELL status achieving proficiency on the Algebra I ECA
1.2.g	% of students eligible for special education achieving proficiency on the Algebra I ECA
1.2.g	% of black students achieving proficiency on the Algebra I ECA
1.2.g	% of Latino students achieving proficiency on the Algebra I ECA
1.2.g	% of white students achieving proficiency on the Algebra I ECA
1.2.g	% of Asian students achieving proficiency on the Algebra I ECA
1.2.g	% of American Indian students achieving proficiency on the Algebra I ECA
1.2.g	% of other students achieving proficiency on the Algebra I ECA
College and Career Readiness (High Schools Only)	
1.4.a	% of graduating students in the school year achieving at least one of the college and career readiness indicators, which include:
	<i>Scored a composite PSAT score of at least 145 or 152 (if administered in either 10th or 11th grade) and a combined SAT score of at least 1550.</i>
	<i>Scored minimum PLAN composite score of 18 and minimum ACT composite score of 21.</i>
	<i>Scored a 3, 4 or a 5 on the AP exam.</i>
	<i>Scored a 4, 5, 6 or 7 on the IB exam.</i>
	<i>Earned 3 or more college transcribed and verifiable credits from the Priority Liberal Arts or CTE course lists.</i>
	<i>Earned an industry certification approved by the ICSB.</i>
	<i>Exceeds Standard: 90% or more of graduating students in the current school year achieved at least one of the college and career readiness indicators.</i>
	<i>Meets Standard: Between 75% and 89.9% of graduating students in the current school year achieved at least one of the college and career readiness indicators.</i>
	<i>Improvement Necessary: Between 50% and 74.9% of graduating students in the current school year achieved at least one of the college and career readiness indicators.</i>

	<i>Does Not Meet Standard: Less than 50% of graduating students in the current school year achieved at least one of the college and career readiness indicators.</i>	
1.4.b	% of students graduating from high school (as defined by the state's four-year graduation rate) <i>(predicted)</i>	
	<i>Exceeds Standard: 90% or more of students graduated from high school in the current school year.</i>	
	<i>Meets Standard: 80% to 89.9% of students graduated from high school in the current school year.</i>	
	<i>Improvement Necessary: 70% to 79.9% of students graduated from high school in the current school year.</i>	
	<i>Does Not Meet Standard: Less than 70% of students graduated from high school in the current school year.</i>	
1.4.c	% of high school graduates enrolled in a post-secondary institution or were employed within 5 months of graduation <i>(predicted)</i>	
	<i>Exceeds Standard: 90% or more of high school graduates enrolled in a post-secondary institution or were employed within five months of graduation.</i>	
	<i>Meets Standard: 80% to 89% of high school graduates enrolled in a post-secondary institution or were employed within five months of graduation.</i>	
	<i>Improvement Necessary: 70% to 79% of high school graduates enrolled in a post-secondary institution or were employed within five months of graduation.</i>	
	<i>Does Not Meet Standard: Less than 70% of high school graduates enrolled in a post-secondary institution or were employed within five months of graduation.</i>	
1.4.d	% of high school graduates receiving a waiver diploma <u>and</u> an IDOE-approved industry certification <i>(predicted)</i>	
	<i>Exceeds Standard: All high school graduates who received a waiver diploma also received an ICSB-approved industry certification.</i>	
	<i>Meets Standard: 95.0% to 99.9% of high school graduates who received a waiver diploma also received an ICSB-approved industry certification.</i>	
	<i>Improvement Necessary: 80.0% to 94.9% of high school graduates who received a waiver diploma also received an ICSB-approved industry certification.</i>	
	<i>Does Not Meet Standard: Less than 80% of high school graduates who received a waiver diploma also received an ICSB-approved industry certification.</i>	

ATTACHMENT C:
STATEMENT OF ASSURANCES TEMPLATE

STATEMENT OF ASSURANCES

We, the undersigned, attest that the information contained within the Annual Report submitted to the Indiana Charter School Board is truthful and accurate.

In addition, we attest that **[insert name of charter school]** (hereafter referred to as “the school”) is in compliance with each of the following provisions: *(Read and check)*

- ☐ 1. The school is in compliance with Indiana Charter Schools Law as described in IC § 20-24.
- ☐ 2. The school is in compliance with student admissions, enrollment and retention requirements based on federal and state law, and as further described in Section 6 of the charter agreement.
- ☐ 3. If applicable, the school has conducted suspensions and expulsions in compliance with applicable laws, rules, and regulations, and as further described in Section 13 of the charter agreement.
- ☐ 4. The school has respected the rights of students with disabilities under applicable laws, rules and regulations (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and Article 7), and as further described in Section 14 of the charter agreement.
- ☐ 5. The school has respected the rights of English Language Learner (ELL) students under all applicable laws, rules, regulations (including Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities), and as further described in Section 14 of the charter agreement.
- ☐ 6. The school has materially complied with due process protections, civil rights and student liberties requirements, as further described in Sections 13 and 14 of the charter agreement.
- ☐ 7. The school's governing body, including any sub-board or committee to which the governing body has delegated some authority, has materially complied with applicable laws and provisions of the charter agreement with respect to school governance. This includes, but is not limited to, compliance with: the governing body's By-Laws, Code of Ethics, and Conflict of Interest policy; and Indiana's Open Door Law.
- ☐ 8. The school is in compliance with applicable laws, rules, regulations and provisions of its charter agreement relating to safety, security and health related services.
- ☐ 9. The school is in compliance with all other terms of the charter agreement not heretofore specifically mentioned in this statement of assurances.

SIGNATURES

Board Chair/President Name (please print):

Signature:

Date:

Head of School Name (please print):

Signature:

Date:

ATTACHMENT D:
CONFLICT OF INTEREST FORM TEMPLATE

ANNUAL CONFLICT OF INTEREST REPORT FOR SCHOOLS AUTHORIZED BY THE INDIANA CHARTER SCHOOL BOARD

Section 3.5 of the ICSB charter agreement states the following: "Any Board member, officer of the Organizer, or individual who is to hold a leadership position in the operation of the Charter School, including any administrative position (together, "**Interested Persons**"), any family member of any Interested Person, or any organization in which the Interested Person has a more than a 2% ownership position, which has any direct or indirect financial interest in any party with which the Organizer contracts for services must disclose to the Board, or to a committee designated by the Board as having the authority to review potential conflicts of interest, the existence of his or her financial interest, and may be given the opportunity to disclose facts material to that interest to the Board or committee. A "financial interest" includes any current or potential ownership interest in, investment interest in, or compensation arrangement with such party. The term "family member" includes any spouse, parent, child, or sibling of the Interested Person. The disinterested members of the Board (that is, all members except for any Interested Person) or committee will evaluate the impact of the Interested Person's financial interest, assess whether a conflict of interest arises from the financial interest, and determine what action, if any, is appropriate with regard to the financial interest and any conflict of interest. The Board or committee shall conduct whatever additional investigation is considered appropriate under the circumstances."

Using the following table format, please identify any Interested Person or organization or group of people doing business with the School (e.g., corporation, non-profit organization, real estate trust) and in which such entity any Interested Persons have had a financial interest or other relationship. If an Interested Person is employed by an organization doing business with the School through a management or services agreement, do not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, the Interested Person's position with the organization, and the relationship between such organization and the School. If there has been no such financial interest or transaction, write "None." As needed, additional rows may be added to the table to ensure all financial interests or transactions are addressed.

Information provided in the table should cover the period of time since the date of the last Annual Report submission to the ICSB. For new Schools submitting their first Annual Report to the ICSB, information provided in the table below should cover the School's entire pre-opening period following charter agreement execution, as well as the first year of student enrollment (June-July).

INTERESTED PERSONS FINANCIAL INTEREST REPORT					
DATE(S)	INTERESTED PERSON	NAME OF ORGANIZATION OF INTERESTED PERSON	NATURE OF BUSINESS CONDUCTED WITH SCHOOL / FINANCIAL INTEREST	APPROXIMATE VALUE OF BUSINESS CONDUCTED WITH SCHOOL	STEPS TAKEN TO AVOID CONFLICT(S) OF INTEREST

ATTACHMENT E:
STUDENT ENROLLMENT REPORT TEMPLATE

Student Enrollment Report					
Student Enrollment			Average Daily Membership		
	2013-2014 (Actual - September)	2013-2014 (Projected - February)	2012-2013 (Actual)	2013-2014 (Actual - September)	2013-2014 (Projected - February)
Total Number of Enrolled Students					
Average Number of Enrolled Students (By Grade Level)					
	2013-2014 (Projected - February)	2013-2014 (Actual - September)	2012-2013 (Actual)		
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
12+					

Student Attendance and Expulsion
Attendance = Average Attendance Rate (Percentage)
Expulsion = Total Number of Expelled Students (Number)

	2012-2013 (Actual)		2011-2012 (Actual)		2010-2011 (Actual)	
	Attendance	Expulsion	Attendance	Expulsion	Attendance	Expulsion
Total for Each Year						
Attendance Rate (Percentage) and Expulsion (Number) By Grade Level						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
12+						

ATTACHMENT F:
INSTRUCTIONAL STAFF ATTRITION REPORT TEMPLATE

Instructional Staff Attrition Report	
Information to Include	2012-2013
Total number of instructional staff (including Special Area teachers or paraprofessionals, if applicable) at start of school year	
Total number of instructional staff leaving by end of the year (including Special Area teachers or paraprofessionals, if applicable)	
Total number of instructional staff hired during the school year (including Special Area teachers or paraprofessionals, if applicable)	
Total Instructional Staff Attrition Rate (Divide the total number of teachers leaving by the total number of teachers at start of school year.)	%
Please provide a <i>brief</i> narrative summarizing the reasons why instructional staff left the school during the course of the school year:	

ATTACHMENT G:
REPORTING CHECKLIST

Annual Reporting Requirements Checklist

The following checklist contains the required forms and reports for ICSB authorized school to submit when completing their Annual Report.

Item	Complete	Notes
Section 1: Cover Page	<input type="checkbox"/>	
Section 2: Accountability Plan Progress Report	<input type="checkbox"/>	
Section 3: Charter School Changes Report	<input type="checkbox"/>	
Section 4: Statement of Assurances, signed	<input type="checkbox"/>	
Section 5: Conflict of Interest form	<input type="checkbox"/>	
Section 6: DOE-CL report for the current school year	<input type="checkbox"/>	
Section 7: Enrollment Report	<input type="checkbox"/>	
Section 7: DOE-RT report for current school year (most recent)	<input type="checkbox"/>	
Section 8: Attrition Report	<input type="checkbox"/>	
Section 8: DOE-RT with exit codes for previous school year	<input type="checkbox"/>	